



Sex & Relationships Education (SRE) Policy

Why Sex & Relationship Education is being taught

SRE is a legal requirement of the Education Act 1996. When the National Curriculum was revised in 1999, schools were advised to embed SRE within the PSHCE (Personal, Social, Health and Citizenship Education) curriculum. This was seen as a way of broadening pupils understanding of the subject (SRE) by not merely emphasising the biological aspects of human growth and reproduction, taught within the science curriculum, but focussing on the knowledge and skills pupils need to understand how human relationships work in order to make informed choices about their own behaviour and actions.

Nature of the Subject

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. It is lifelong learning about physical, moral and emotional development.

Aims

We aim to ensure that pupils

- Receive their sex education in the wider context of relationships;
- Are prepared for the opportunities, responsibilities and experiences of adult life;
- Develop confidence and responsibility in order to make the most of their abilities;
- Are prepared to play an active role as citizens;
- Develop a healthier, safer lifestyle;
- Develop good relationships and respect differences between people;
- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work;
- Can protect themselves and ask for help and support; and
- Are prepared for puberty.

Objectives

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development by providing opportunities

- To develop children's self-esteem and promote self-awareness, so that they can feel confident about themselves and their bodies.
- To ensure children are provided with accurate information e.g. that they know the correct terms for body parts and what they do.
- To teach children about their physical development. Specifically, that they learn about puberty and how to cope with the associated changes which take place.
- To inform pupils about human reproduction and how a baby is born.
- To discuss with pupils the need for love and care, the value of stable relationships and their importance for family life and the bringing up of children.
- To provide opportunities to talk about relationships and feelings, themes such as friendship and difficult moral and social questions e.g. bullying and prejudice.
- To encourage understanding, empathy, tolerance and respect.
- To develop critical thinking so that pupils learn to appreciate the consequences of what they say and do and begin to manage better their emotions and conflict.
- To help children recognise and avoid abuse and exploitation and make them aware of how to protect themselves and where to seek help if they need it.

Curriculum Planning

SRE will be taught largely through the PSHCE curriculum, not as an isolated subject. The biological content of SRE will continue to be delivered within the National Curriculum Science framework and will teach pupils:

Key Stage 1

- Know that animals including humans move, feed, grow, use their senses and reproduce;
- Recognise and compare the main external parts of the bodies of humans;
- Know that humans and animals can produce offspring and these grow into adults;
- Recognise similarities and differences between themselves and others and treat others with sensitivity.

Key Stage 2

- Recognise that the life processes common to humans and other animals include nutrition, growth and reproduction.
- Know about the main stages of the human life cycle.

SRE will be taught in a class setting, primarily by the class teacher though, where appropriate, outside agencies e.g. school nurse may be involved. Issues regarding personal development and puberty will be dealt with by the school nurse, in conjunction with the class teacher, by the showing of a "Growing Up" video. This will be shown to Y5 girls in the Summer Term, and to the Y6 boys in the Autumn Term. On both occasions the school nurse and a school adult are present and any issues arising from the video will be discussed openly.

PSHCE lessons comprise 3 main elements: attitudes and values, personal and social skills and knowledge and understanding. The curriculum will be planned by the PSHCE Co-ordinator with due regard to the nature of the school and the wishes of the parties involved i.e. teachers, pupils, parents, governors and the wider community.

Where issues of a sensitive nature are raised, teachers must give consideration to the needs of individuals, and ground rules or other distancing techniques should be employed to ensure that inappropriate comments or disclosures are minimised.

Child Protection/Confidentiality

We aim to provide an environment in school where all pupils feel comfortable in speaking to an adult about aspects of feelings, sex and relationships and any concerns they may have.

In the event of a personal disclosure being made to a class teacher, that teacher must seek to reassure the child that they will act in their best interests, whilst ensuring that the child understands that they cannot offer or guarantee complete confidentiality.

Where appropriate they should encourage the pupil to talk to their parent/carer and provide the support necessary for the child to do this.

Where serious disclosures are made which have child protection implications, the teacher to whom the disclosure has been made must inform the designated member of staff who has received appropriate training. School policy on child protection procedures should then be followed.

Withdrawal

Parents do not have the right to withdraw their child(ren) from the science component of SRE. They do have the right of withdrawal from PSHCE based elements of SRE. All parents are invited to watch any videos before they are shown to the children. Where parents wish to exercise this right, they should be invited into school to meet with a

member of the Senior Leadership Team. Where withdrawal does take place, alternative arrangements for the pupil(s) concerned will be made.

Allocation of Time

Although not allocated a specific time on the timetable, all class teachers are expected to include SRE time within the weekly timetable. As well as lesson time SRE should be included in a wider range of activities and experiences across and beyond the curriculum. Provision is made for this within the PSHCE and SEAL programme of studies.

Teaching and Learning Methods

Much of the curriculum will be covered through cross-curricular links. Circle Time and drama play an important part and discussion is a crucial part of the process. Children are encouraged to evaluate and review their own work, thoughts and feelings and to acknowledge the rights of others to hold different opinions.

Materials and Resources

A range of videos, books and posters are available to help deliver the scheme and are held in a central resource area. These may be borrowed, but should be returned promptly for future use and the use of others.

Cross Curricular Links

SRE will be taught within the wider context of relationships, with clear links existing between the following curriculum areas.

PSHCE/SEAL Relationships

- Looking after myself
- Citizenship relationships
- Emotion and Self Esteem
- Equal Opportunities

R.E

Values and Beliefs

- Christian values and traditions
- Values and traditions of other religions
- Roles and responsibilities within religious rites of passage

SCIENCE

:Life Processes

- Growth and reproduction of humans
- Taking care of the body, linked to the harmful effects of drugs and alcohol abuse

Equal Opportunities

All children regardless of gender are encouraged to take an equally active role and all interests are considered carefully. Individual needs will be taken into account and adjustments made where necessary. All areas of SRE will be dealt with sensitively.

Assessment and Reporting

Much of the work carried out will be verbal or recorded under cross-curricular links. Teachers should be aware of the needs of their individual pupils. If specific problems arise, parents will be contacted.

Role of Co-ordinator

The co-ordinator together with the Head has the responsibility for

- Ensuring progression and continuity;
- Supporting staff in the implementation of SRE;
- Monitoring progress and advising the Head of action required;
- Purchasing and organising resources;
- Keeping up to date with developments in SRE and attending courses.

Monitoring and Development

The staff are continually assessing the curriculum taught, according to the children's needs, and should report any adjustments they feel are necessary to the Co-ordinator. Parents' views will be listened to and acted on, where appropriate. The Co-ordinator will monitor progress and new guidelines laid down.

Reviewed: 2022

Next Review: 2025 or sooner if deemed necessary.